

WILMOT FRASER ELEMENTARY

63 Columbus Street
Charleston, SC 29403

GRADES PK-6 Elementary School

ENROLLMENT 249 Students

PRINCIPAL Jeanette L. Whaley 843-724-7766

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	5	25	34	1

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Good	Yes

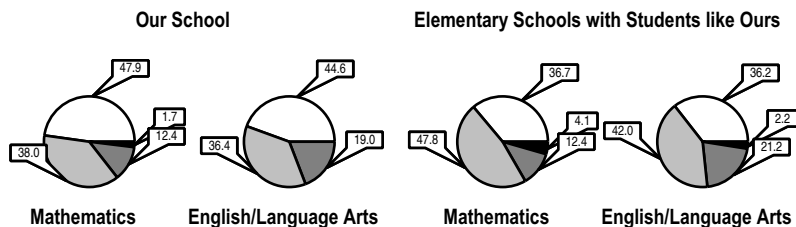
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

77.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	134	100.0	44.6	36.4	19.0	0.0	24.8	Yes	Yes
Gender									
Male	62	100.0	49.1	38.2	12.7	0.0	16.4		
Female	72	100.0	40.9	34.8	24.2	0.0	31.8		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	132	100.0	45.4	35.3	19.3	0.0	25.2	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	92	100.0	37.3	37.3	25.3	0.0	33.7		
Disabled	42	100.0	60.5	34.2	5.3	0.0	5.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	134	100.0	44.6	36.4	19.0	0.0	24.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	134	100.0	44.6	36.4	19.0	0.0	24.8		
Socio-Economic Status									
Subsidized meals	131	100.0	44.6	36.4	19.0	0.0	24.8	Yes	Yes
Full-pay meals	3	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	134	100.0	47.9	38.0	12.4	1.7	27.3	Yes	Yes
Gender									
Male	62	100.0	56.4	34.5	7.3	1.8	16.4		
Female	72	100.0	40.9	40.9	16.7	1.5	36.4		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	132	100.0	47.9	37.8	12.6	1.7	27.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	92	100.0	39.8	39.8	18.1	2.4	37.3		
Disabled	42	100.0	65.8	34.2	0.0	0.0	5.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	134	100.0	47.9	38.0	12.4	1.7	27.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	134	100.0	47.9	38.0	12.4	1.7	27.3		
Socio-Economic Status									
Subsidized meals	131	100.0	47.9	38.0	12.4	1.7	27.3	Yes	Yes
Full-pay meals	3	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	39	100.0	31.4	42.9	25.7	N/A	25.7
	Grade 4	41	100.0	50.0	44.7	5.3	N/A	5.3
	Grade 5	32	100.0	56.7	40.0	3.3	N/A	3.3
	Grade 6	53	100.0	58.0	36.0	6.0	N/A	6.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	27	100.0	37.0	14.8	48.1	N/A	48.1
	Grade 4	39	100.0	54.1	35.1	10.8	N/A	10.8
	Grade 5	38	100.0	50.0	38.9	11.1	N/A	11.1
	Grade 6	31	100.0	42.3	50.0	7.7	N/A	7.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	39	100.0	40.0	48.6	11.4	N/A	11.4
	Grade 4	41	100.0	52.6	39.5	7.9	N/A	7.9
	Grade 5	32	100.0	70.0	26.7	3.3	N/A	3.3
	Grade 6	53	100.0	60.0	34.0	6.0	N/A	6.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	27	100.0	44.4	33.3	14.8	7.4	22.2
	Grade 4	39	100.0	59.5	32.4	8.1	N/A	8.1
	Grade 5	38	100.0	47.2	33.3	19.4	N/A	19.4
	Grade 6	31	100.0	46.2	50.0	3.8	N/A	3.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 249)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.6%	N/A	3.5%	2.7%
Attendance rate	95.0%	Down from 95.4%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.4%		7.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	13.4%		6.3%	3.5%
Eligible for gifted and talented	2.2%	Down from 2.4%	4.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.0%	Down from 16.2%	8.0%	8.2%
Older than usual for grade	2.4%	Down from 18.5%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	38.5%	Up from 36.0%	49.3%	51.4%
Continuing contract teachers	80.8%	Down from 84.0%	77.2%	87.5%
Highly qualified teachers**	89.5%	N/A	91.6%	95.0%
Teachers with emergency or provisional certificates	4.2%		3.9%	0.0%
Teachers returning from previous year	88.9%	Up from 86.3%	79.8%	86.7%
Teacher attendance rate	97.1%	Up from 96.9%	94.7%	94.9%
Average teacher salary	\$42,173	Up 2.7%	\$39,073	\$40,760
Prof. development days/teacher	23.7 days	Up from 9.0 days	13.9 days	12.4 days

School				
Principal's years at school	4.5	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 27.7 to 1	16.8 to 1	18.9 to 1
Prime instructional time	90.5%	Down from 91.4%	88.7%	90.0%
Dollars spent per pupil*	\$7,175	Up 2.9%	\$7,123	\$6,044
Percent of expenditures for teacher salaries*	70.9%	Up from 67.7%	62.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 93.8%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Wilmot J. Fraser Elementary School we are striving for academic excellence and for the social and emotional growth of each student. We have an emphasis on the needs of each student as an individual. Our motto continues to be "Striving for Excellence."

This year we had an overall rating of "Below Average" on our State Report Card. We made some gains, but we also face many challenges. All student achievement cannot be measured on one test. We have very dedicated teachers and an administrator that believes that our students can be successful and achieve. In January 2004 our school received a Reading First Grant. This grant is a vehicle through which our students, faculty, and staff will use to improve test scores and have successful readers. Our faculty and staff have already received training and staff development on vocabulary, phonemic awareness, comprehension, fluency, and vocabulary. We will have a Literacy Coach and a Reading recovery teacher/Interventionist working with students in grades K-3. Many materials and resources have been ordered to accommodate all of the training and instructions our teachers and staff have received. We will be analyzing and looking at test data from a variety of testing instruments. We will continue to use the CCSD Bench Mark test, MAPS Assessment, Domine Assessment, Tungsden Learning, SIP, and Test item bank assessment. We have also installed a new NCS Lab that tracks student progress and prescribes for individual needs of students. We have a Homework center sponsored by SCE&G, SOS, and SDE Homework center funding. Next year we will be working with Community and Schools to have an After-School Program. We would like to "Thank" our SIC and our PTA Board for their help with this narrative. We are very proud of our parents that attended the "Parent University " that was held at Fraser Elementary School and those that completed the program and graduated. This shows that all of us are working together and "Striving for Excellence."

Leoma Doctor, School Improvement Council Chairperson
Jeanette L. Whaley, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	8	23	22
Percent satisfied with learning environment	87.5%	82.6%	90.5%
Percent satisfied with social and physical environment	87.5%	60.9%	86.4%
Percent satisfied with home-school relations	87.5%	78.3%	76.2%

*Only students at the highest elementary school grade level at this school and their parents were included.